

Custodial Staff

GROUP
19



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness
Assessment System for School-Based Personnel

2012
2013

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LETTER FROM THE CHANCELLOR

Dear Educators,

The 2012–2013 school year represents a pivotal juncture for DC Public Schools. Last spring, Mayor Gray and I introduced *A Capital Commitment*, our ambitious plan to dramatically accelerate student achievement in the district over the next five years by providing all of our students with a safe, academically challenging, and inspiring learning experience.

I deeply believe that it will be **you** – the educators working in our schools – who will lead us on the path to realizing the bold goals that we have set out to achieve by 2017.

But five years is a very short amount of time, and these goals will only become reality if we make meaningful changes to the way we've done things in the past.

That is why this year, we are introducing the 2012–2013 version of IMPACT which has been designed to:

CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.

Raise the expectations for school leaders, teachers, and staff. Three years of IMPACT data, along with extensive feedback from school leaders, educators, and senior district staff, tell us that our definition of effectiveness needs to be more rigorous. I have two children in DCPS, as do many of you, and I strongly believe that our mandate is to ensure that we would be proud to put our own children in any one of DCPS's 3,500 classrooms. But we aren't there yet. Beginning this year, educators will need to earn a final IMPACT score of 300 or higher in order to be considered Effective.* We have introduced a new rating, Developing, for educators who earn final scores between 250 and 299.

Differentiate to recognize strong performers. This year's IMPACT system focuses on treating teachers like professionals by recognizing more of the district's high performers – both Effective and Highly Effective teachers. For example, teachers who have consistently earned scores of 300 and above will be eligible for reduced observations and increases to their base salaries. And through the district's new Leadership Initiative For Teachers (LIFT) career ladder, strong teachers will now have more opportunities to grow in leadership, responsibility, and compensation. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition.

Allow teachers to drop low outlier observation scores. For any number of reasons – a lesson that just didn't go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule – sometimes teachers have an observation score that is significantly lower than their other scores. This year, if you receive an observation score that is a full point lower than the average of your other scores, the low score will be dropped from your final IMPACT rating. We hope that this change will cause teachers to feel less pressure around their observations and more freedom to try new things.

*See the *Putting It All Together* section for more information about the revised 2012–2013 IMPACT ratings.

Reduce the weight of Individual Value-Added Student Achievement Data. In response to feedback from teachers collected over the past years, we are reducing the weight of the Individual Value-Added Student Achievement Data component for Group 1 teachers from 50% to 35%. While we believe strongly that value-added is the fairest and most accurate method of capturing a teacher's impact on student achievement, we recognize that this measure does not reflect everything your students have learned.

Therefore, Group 1 teachers will now have Teacher-Assessed Student Achievement Data as part of their final rating, allowing these teachers to capture student learning that is not reflected by DC-CAS results and keeping the student achievement portion of their overall IMPACT score at 50%. We have also removed the School Value-Added Student Achievement Data component because we believe that collaboration is adequately captured in Commitment to the School Community.

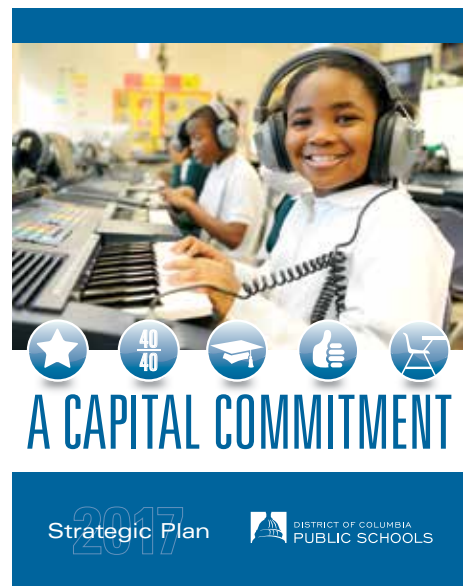
Support your development in new ways. While IMPACT now brings higher expectations, it also brings expanded opportunities for support. This year, teachers will receive an *informal* administrator observation to replace one formal observation; the feedback from the informal observation is purely to support your development, and the score will not count toward your final IMPACT rating. Teachers will continue to participate in the instructional coaching learning cycles that were a great success last year, and teachers in our 40 lowest-performing schools will receive intensive support from a cohort of master educators. We will also introduce a broad array of TLF resources, student survey materials, and sample TAS assessments — all housed online so that teachers, coaches, and administrators can access them easily.

IMPACT is just one district initiative that will see significant changes this school year; you will see *A Capital Commitment* driving everything that we do for the next five years as we work toward goals for our students that are ambitious — but absolutely achievable. I am honored to work alongside you as we pursue these goals with urgency and optimism.

Sincerely,



Kaya Henderson
Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis



Bel Perez Gabilondo



Michael DeAngelis

GROUP 19: OVERVIEW

Who is in Group 19?

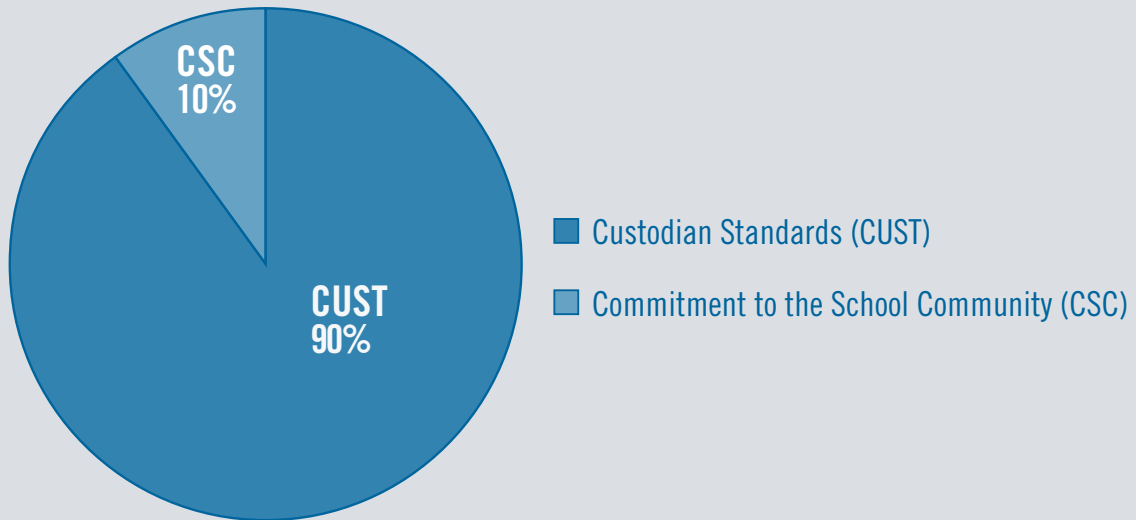
Group 19 consists of all custodians.

What are the IMPACT components for members of Group 19?

There are three IMPACT components for members of Group 19. Each is explained in greater detail in the following sections of this guidebook.

- **Custodian Standards (CUST)** — These standards define excellence for custodians in DCPS. They make up 90% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 19



What are the Custodian Standards?

These standards define excellence for custodians in DCPS. They include:

- Standard 1: Building Maintenance
- Standard 2: Classrooms and Office Spaces
- Standard 3: Common Areas and School Grounds
- Standard 4: Restrooms
- Standard 5: Moving and Arranging
- Standard 6: Safety
- Standard 7: Records and Work Orders (For Head Custodians Only)
- Standard 8: Management and Leadership (For Head Custodians Only)

Who developed the Custodian Standards?

The standards were developed in collaboration with DCPS custodians, administrators, and central office staff.

How will my proficiency in the Custodian Standards be assessed?

Your administrator will assess your proficiency in the Custodian Standards according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 20 and the second by June 10.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Custodian Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Custodian Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

How will staff members who have earned Highly Effective ratings two years in a row be assessed this year?

Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by December 20. If the score from this assessment is 3.0 or higher, the staff member will have the opportunity to waive her/his second assessment. If the score is below 3.0, the staff member will continue on the normal assessment schedule.

Please note that staff members who are shared between two schools will receive an assessment by each of their administrators by December 20. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART
CUSTODIAN STANDARDS (CUST)

CUSTODIAN STANDARDS (CUST)	CYCLE ENDS 12/20	CYCLE ENDS 6/10	OVERALL (Average of Cycles)
CUST SCORE (Average of CUST 1 to CUST 8)	3.5	3.6	3.6
CUST 1: Building Maintenance	3.0	4.0	
CUST 2: Classrooms and Office Spaces	4.0	3.0	
CUST 3: Common Areas and School Grounds	3.0	4.0	
CUST 4: Restrooms	4.0	3.0	
CUST 5: Moving and Arranging	4.0	4.0	
CUST 6: Safety	3.0	4.0	
CUST 7: Records and Work Orders (For Head Custodians Only)	4.0	3.0	
CUST 8: Management and Leadership (For Head Custodians Only)	3.0	4.0	



Brian Tropiano

If I have additional questions about the Custodian Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 1

BUILDING MAINTENANCE

Custodian **meets Level 3** expectations AND **extends impact** by proactively working to prevent maintenance issues in an effort to ensure no disruptions to student learning.

Custodian **consistently** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

CUST 2

CLASSROOMS AND OFFICE SPACES

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to classrooms and office spaces.

Custodian **consistently** cleans and maintains classrooms and office spaces in a timely and efficient manner.

CUST 3

COMMON AREAS AND SCHOOL GROUNDS

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to the school's common areas.

Custodian **consistently** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

CUST 4

RESTROOMS

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to restrooms.

Custodian **consistently** cleans and maintains restrooms in a timely and efficient manner.

CUST 5

MOVING AND ARRANGING

Custodian **meets Level 3** expectations AND **extends impact** by proactively ensuring that furniture, equipment, and supplies are always clean, in good working order, in place for scheduled activities, and readily available for unscheduled activities.

Custodian **consistently**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

LEVEL 2

LEVEL 1 (LOWEST)

Custodian **sometimes** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

Custodian **rarely or never** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

Custodian **sometimes** cleans and maintains classrooms and office spaces in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains classrooms and office spaces in a timely and efficient manner.

Custodian **sometimes** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

Custodian **sometimes** cleans and maintains restrooms in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains restrooms in a timely and efficient manner.

Custodian **sometimes**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

Custodian **rarely or never**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 6

SAFETY

Custodian **meets Level 3** expectations AND **extends impact** by improving the safety of the school environment.

Custodian **consistently** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner.

CUST 7

RECORDS AND WORK ORDERS (FOR HEAD CUSTODIANS ONLY)

Head custodian **meets Level 3** expectations AND **extends impact** by improving record-keeping systems and/or by dedicating truly exceptional effort towards ensuring that work orders are completed in a timely fashion.

Head custodian **consistently** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

CUST 8

MANAGEMENT AND LEADERSHIP (FOR HEAD CUSTODIANS ONLY)

Head custodian **meets Level 3** expectations AND **extends impact** by developing the leadership skills of her/his team members.

Head custodian **consistently** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.



Bel Perez Gabilondo



Michael DeAngelis

LEVEL 2

Custodian **sometimes** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner.

Head custodian **sometimes** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

Head custodian **sometimes** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.

LEVEL 1 (LOWEST)

Custodian **rarely or never** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner; OR displays one or more instances of **severely dangerous** behavior.

Head custodian **rarely or never** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

Head custodian **rarely or never** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.



Michael DeAngelis



Michael DeAngelis

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/20	CYCLE ENDS 6/10	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo



Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

SUPPORT OF THE LOCAL SCHOOL INITIATIVES

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a “reading across the curriculum” program.

CSC 2

SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school’s Special Education and English Language Learner programs, the school’s Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3

HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

* This standard may be scored as “Not Applicable” if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4

PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5

INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.



Andy Le



Brian Troplano

LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism ratings for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/20	CYCLE ENDS 6/10	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE

Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 2 ON-TIME ARRIVAL

Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 3 POLICIES AND PROCEDURES

Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

With rare exception, individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

CP 4 RESPECT

Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

With rare exception, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

FOR CUSTODIANS

Head custodians attend quarterly custodial foreman meetings, which cover topics such as safety, security, food service, major cleanings, scheduling, management, and weather preparation. Trainings on the facilities management computer system (FACMAN) and other topics are also available.

In addition, building service supervisors from the Office of Public Education Facilities Management complete regular housekeeping inspections with head custodians, and the Office of School Operations supports custodians in creating and implementing action plans to address identified areas of need.

“You have to have a good rapport with your employees. As a supervisor, it’s your responsibility to try to bring out the best in each employee, to try to find each individual’s strength and build on that. A lot of times we focus on what people can’t do. If you get them to focus on what they can do, then you motivate them. Build on their strengths and work with their weaknesses.”

JOSEPH HUGHES, HEAD CUSTODIAN, ELIOT-HINE MS



Simona Monatti



Simona Monatti



Simona Monatti



Simona Monatti

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Custodian Standards (CUST)	3.6	x 90	= 324
Commitment to the School Community (CSC)	3.5	x 10	= 35
TOTAL			359

Step 3

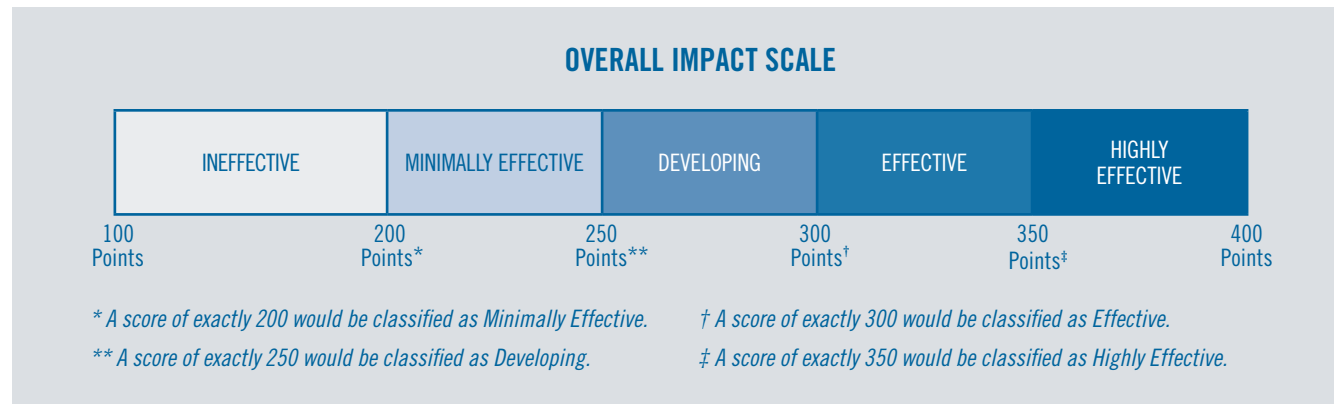
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual’s rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.



Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score and consequences based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation under the WTU contract.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after three years of support, however, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, educators who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing educators, DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after two years of support, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, educators who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that an educator who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel composed of the school system's Chief of Human Capital, Chief of Schools, and Chief Academic Officer will review the recommendation and issue a decision. Educators will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

Why was the Developing rating created?

We have made great progress as a school system over the past few years. Our basic operations have improved, we have a new curriculum aligned to the Common Core State Standards, and our scores on both local and national exams show that student achievement is rising.

But as we reflect upon the goals we set in *A Capital Commitment*, our five-year strategic plan, it is clear we must do even more. Our bold aspirations are absolutely attainable, but only if we redouble our efforts.

This is why we have raised our expectations of what Effective practice looks like by increasing the minimum IMPACT score for this rating from 250 to 300. We weighed this decision carefully, and only settled on it after critically analyzing three years of performance data and talking with hundreds of our educators.

This shift undoubtedly increases accountability, but it also helps the school system more effectively prioritize and differentiate its professional development. Our hope is that, with guidance and support from school leaders, central office staff members, and others, today's Developing educators will become tomorrow's Highly Effective ones.

Ultimately, this change to IMPACT is about providing our students with the outstanding educators that they deserve and ensuring that every DCPS classroom is a place where students and their families can expect a world-class education.

Is the Developing rating retroactive?

No. All Effective ratings from the 2009–2010, 2010–2011, and 2011–2012 school years will stand. Moving forward, however, educators must earn a final IMPACT score of 300 or higher in order to receive an Effective rating.

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Our new strategic plan, *A Capital Commitment*, is an ambitious vision of what our collective impact will be in five years, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what’s possible.

While the goals we have set for the next five years are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.





DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov